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ABSTRACT

During the 1985-86 school year an Intern-Mentor Program was implemented in all four regions of the District of Columbia Public Schools by the Incentive Programs Office. This program, designed to improve the teaching performance of first-year, beginning teachers, involved 90 new teachers and 10 specially selected mentor teachers. Mentors provided intensive supervision, coaching, and assistance to their assigned interns during biweekly visits, which included classroom observations and discussions about planning, instruction, and classroom management. This document reports on a study of the first year of the program's operation. Areas reported include the frequency and nature of the contacts between interns and mentors, collaborative roles played by principals, and the processes used by mentors to evaluate the instructional skills of the interns. Study findings indicate that, despite a few start-up problems (outlined in the report), the Intern-Mentor Program is an effective method of inducting beginning teachers into the school system. Much of the credit for the success of the program is due to the mentor teachers. Thirteen recommendations for increasing the program's effectiveness and efficiency focus on increasing the collaborative roles of mentors and principals, developing an Intern-Mentor handbook, decreasing the mentor-intern ratio, providing more preservice training to mentors, and other provisions designed to strengthen the mentor role and to attract and retain high quality intern teachers. (IW)

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A STUDY OF THE INTERN-MENTOR PROGRAM

PREPARED FOR THE DIVISION OF QUALITY ASSURANCE

AND

MANAGEMENT PLANNING

OCTOBER, 1986

EA 019 199

DIVISION OF QUALITY ASSURANCE AND MANAGEMENT PLANNING

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EXECUTIVE SUMMARY

Background

During the 1985-86 school year the Incentive Programs Office implemented in all four regions of the District of Columbia Public Schools (DCPS) an Intern-Mentor Program designed to improve the teaching performance of first-year, beginning teachers. The major component of the program is the mentoring process, whereby newly recruited teachers receive intensive supervision, coaching, and assistance from experienced classroom teachers, or mentors, who have been specially selected for these roles. Approximately ten interns are assigned to each mentor teacher. Mentors are released from teaching duties to allow them to meet with their assigned interns on a bi-weekly basis. During these meetings the mentors observe the interns in the classroom and discuss with them their efforts in planning, delivering instruction, and managing the classroom and learning environment. Ninety new teachers and ten mentor teachers participated in the program during the 1985-86 school year.

Purpose of the Study

The goal of this study was to monitor the implementation of the Intern-Mentor Program during its first year of operation. The study was designed to examine how the program was operated; the frequency and nature of the contacts between interns and their mentors; the processes used by the mentors to evaluate the instructional skills of the interns; and the collaborative roles played by principals in implementing the program. In addition, the study examined the recruitment, certification, and orientation experiences of the interns. The study findings with regard to recruitment, certification and orientation are not summarized here. The reader is directed to the full report for a discussion of these findings and recommendations for action.

Methodology of the Study

This study was conducted during the period of 1 January to 30 June, 1986. The major data collection strategies used in the study included: group and individual interviews with all mentors, group and individual interviews with a sample of the ninety interns, interviews with 19 principals or schools having interns, a survey of all interns participating in the program, periodic reviews of the biweekly logs kept by mentor teachers, and interviews with two of the four Regional Assistant Superintendents.

Major Study Findings

The Intern-Mentor Program is an effective method of

inducting beginning teachers into the school system. The program offers a great deal of promise as a mechanism for assisting the novice teacher adjust to the demands of teaching and as a means for improving the teaching performance of the inexperienced, beginning teacher. The following study findings have been extracted from the full study report and are summarized here:

>From the perspectives of the mentors and building principals, the interns' student teaching and academic coursework have not adequately prepared them to conduct self-directed analyses of their teaching. While individual variation exists, most of the interns have needed extensive assistance in assessing their own teaching skills. To some extent, the clinical supervision model employed by the mentors addresses this need.

> The interns showed evidence of inadequately developed classroom management and organizational skills. They also needed substantial assistance with curriculum and lesson planning. Many of the interns expressed feelings of being overwhelmed by the requirements for such planning. Discussions with the mentors also revealed that considerable variation existed among the interns in their levels of subject-matter or content expertise.

> The mentors are the key to the entire program. This year's cadre of mentors represented a broad range of teaching experience and subject matter expertise. Most had more than ten years of teaching experience in DCPS; with one exception, all had Master's degrees; and eight of the ten mentors had significant cross-grade or cross-subject matter teaching experience. The interns and the building principals described the mentors as extremely effective in providing the coaching and supervision needed by the novice teacher. One of the Regional Superintendents described the pool of mentors as "the best and the brightest" teachers in the school system.

> Several days of preservice training were offered to the mentors, focusing mainly on methods and techniques for evaluating and supervising instruction. Additional inservice training activities were offered by the Incentive Programs Office. However, most of the mentors expressed a desire for more such training.

> Mentors typically met with their interns once every two weeks for about four hours each visit. During these visits, mentors observed the intern teaching, frequently conducted demonstration lessons, or helped the intern with planning and instructional materials development. The interns describe these activities as very effective in assisting them to improve their teaching skills.

> In most cases, the observation sessions were followed by critique discussions initiated by the mentors. These discussions

between the intern and the mentor are the heart of the entire process. It is during these discussions that the mentors offer their observations of the interns' strengths and weaknesses and, in the process, transmit their years of experience and their expertise through ideas and suggestions for improvement. At a minimum, 150 hours were spent in discussions by those pairs of interns and mentors involved in the program for the full school year. These critique sessions appear to lead to significant growth in the interns' professional teaching skills.

> Other topics covered in these discussions included:
  * classroom management techniques
  * grouping students for instruction
  * student evaluation and assessment of special needs students
  * communication skills and language use
  * content and subject matter, including curriculum
  * use of instructional technology
  * time management

> The interviews and survey responses obtained from the interns clearly suggest that the interns consider the program to be a significant and rewarding learning experience. For example, over 95 percent of the interns agreed with the statement that "as a result of the Intern-Mentor Program I now feel more confident in my teaching skills."

> Interns frequently expressed feelings of being threatened by the mentoring process, and particularly by the evaluative role played by the mentor. However, as the school year progressed there were fewer expressions of anxiety about the process. Much of this reduction in anxiety can be attributed to the skills of the mentors in developing collaborative, trusting relationships with their interns.

> Principals and the two Regional Superintendents interviewed are equally enthusiastic about the quality of the program. Most of the principals would like to see the program expanded to include all new teachers.

> There were some initial problems with the interface of the principal and the mentor in the formal teacher evaluation process. Principals expressed some concern about the suspension of the TAP for the interns and some confusion about how the interns were to be evaluated. This problem appeared to be resolved by the end of the school year.

> During this first year there were few examples of collaboration between the mentors and the building principals. For the most part, principals allowed the mentors to work in the building with the interns, but were not involved in the process. However, there were several instances in which the principal and

the mentor jointly observed in an intern's classroom and then conducted an evaluative discussion with the intern. Toward the end of the school year more of the principals had met with mentors to discuss the status and progress of the interns.

Recommendations

1. While enthusiastic and supportive of the program, the principals have not been extensively involved with it. Measures should be taken to cultivate collaboration between the principals and mentors in supervising and evaluating the interns.

2. Regional office resource personnel should be more involved in the program, particulary the subject matter supervisors and coordinators who can provide the interns with curriculum expertise. How the supervisors are to interface with the mentors needs to be carefully worked out, to assure the integration of their work with the interns and to prevent the interns from becoming overwhelmed by too much assistance. One possibility might be to use the regional office staff to provide more assistance to the interns during their second internship year.

3. Ten interns to supervise may be too many for a mentor. By the end of the school year, those mentors with ten interns showed signs of burnout. While it will increase the cost of the program, assigning eight interns per mentor would allow the mentors more time to work intensively with some interns needing more attention. It would also allow them more time to meet with building principals and regional office staff.

4. Mentors should be provided with more pre- and inservice training to prepare them for their roles. This training should focus on the clinical supervision model and on techniques for evaluating instruction. In addition, mentors need to set aside more time to meet as a group to discuss their caseloads with one another and to share strategies and ideas.

5. Mentors need office support and better access to materials and teaching resources. During the first year of the program, the mentors spent considerable time trying to locate or make instructional materials for their interns. Better coordination of the program with the regional offices could reduce the amount of time they spend in this effort.

6. The activities of the mentors in providing assistance to the second year interns need to be monitored during the 1986-87 school year. Some second year interns may need significant assistance, placing a heavy burden on the mentors with a caseload of ten interns.

7. Interns should be provided with specific pre- and inservice

programs to orient them to DCPS and to introduce them to the curriculum and resources of the school system. This study has found that the interns received little or no orientation outside of that provided to them by the mentors and, in some cases, building principals.

INTRODUCTION

This report summarizes findings of an evaluation conducted for the District of Columbia Public Schools (DCPS) of a beginning teacher induction program operated by the school system for the first time during the 1985-86 academic year. The Intern-Mentor Program, as the induction program is called in the DCPS, is designed to improve the teaching performance of first-year, beginning teachers in the school system. In addition, the program is designed to facilitate the identification of the professional development needs of first-year teachers. A third objective of the program is to initiate a process to screen out those first-year teachers who show inadequate preparation or little aptitude for teaching. The internship is required of all new teachers, and it is included in the two-year probationary period required before teacher tenure is granted.

A major component of the Intern-Mentor program is the mentoring process, whereby newly recruited teachers receive collaborative supervision, coaching, and assistance from experienced classroom teachers, or mentors, who have been specially selected for these roles. Interns are assigned to mentor teachers whose grade level and subject-matter teaching experience match the intern's teaching assignment. Approximately ten interns are assigned to each mentor teacher in the program. Mentor teachers are released from teaching duties to allow them

to observe and meet with their assigned interns on a bi-weekly basis. These meetings are designed to focus on topics related to the interns' efforts in planning, delivering instruction, selecting materials, and managing the classroom and learning environment. In addition to these meetings, the mentor teachers are expected to observe the interns in the classroom, identify and arrange opportunities for their professional development, and collaborate with the building principals and other administrative staff in evaluating each intern's teaching performance.

EVALUATION FOCUS

This evaluation was designed to study the implementation of the Intern-Mentor Program during the first year of its operation in the DCPS. The following set of questions helped to focus this evaluation:

> How did the first-year interns experience the recruitment, selection, and intake processes employed by the school system?

> How were the teacher interns oriented and inducted into the school system, their teaching assignments, and the intern-mentor program?

> What have been the frequency and nature of the intern teachers' interactions with the mentor teachers? and to what extent do the interns perceive these interactions as helpful in promoting their professional growth?

> What processes are used by the mentors to evaluate the instructional skills of the interns? and what training or assistance is needed by the mentors to fulfill this role?

> What collaborative roles are played by the mentors and principals in implementing the Intern-Mentor Program?

> What actions were taken to orient the principals and regional office staff to the Intern-Mentor Program? and what are the perceptions of the principals and regional superintendents regarding the Program?

> Drawing on the participants' experiences in implementing the program, what are the professional development needs of the beginning teacher in the DCPS?

METHODOLOGY

This implementation study was conducted during the period of 1 January to 30 June, 1986. The major data collection strategies used to conduct the study included the following:

(1) Group debriefing interviews with mentor teachers

Two separate group interviews were conducted with all nine mentor teachers. One such interview was held in mid-January and a second was held in late May, 1986. Three members of the evaluation team participated in each of the group interviews. An interview protocol was developed to guide the collection of information and to focus the group discussion. Separate narrative accounts of the group interview were developed by the evaluators. These accounts were subsequently synthesized into a

single narrative record of the findings. The group interviews or debriefings were designed to identify issues and common experiences among the mentor teachers, to explore variations in how the mentor roles were actually played out, and to build a picture of the factors that influence the intern-mentor interactions. The topics discussed in the group interviews included: mentor training; the processes used by mentors to interact with interns, principals, and other school-based staff; the frequency of activities (i.e., coaching, demonstration lessons, observation) engaged in; conflicts and problems and their resolution; and the management of time and reporting requirements. During the second group interview the tentative findings of the study were presented to the mentors and were discussed as to their accuracy and validity.

(2) Individual interviews with mentor teachers

Two individual interviews were conducted with each of the mentors assigned to the program during the 1985-86 school year. These interviews were conducted in two phases: during February and again in May, 1986. Semi-structured interview protocols were constructed for both sets of interviews. Responses to the interview questions and notes were recorded on the interview protocols, which were subsequently used to develop a cross-subject synthesis of the interview findings. In addition to the topics covered in the group interviews listed above, the individual interviews afforded the evaluation team the opportunity to examine in depth the nature of the activities

engaged in by the mentors and how roles were played out, the types of conflicts experienced, if any, and how these were resolved, and the mentors' perceptions of the types of problems and difficulties experienced by each of their interns.

(3) Review of bi-weekly log reports prepared by the mentor teachers

Each mentor teacher was required to submit to the Incentive Programs Office a log report of their activities during the previous two weeks. These log reports were reviewed by the evaluation staff to chart the frequency and nature of the mentors' contacts with intern teachers and to examine the other types of activities engaged in by the mentors, including staff development, meetings with regional and central office staff, and time spent obtaining materials and resources.

(4) Review of mid-semester evaluations of intern teachers

Mentor teachers prepared mid-semester evaluations of the interns' teaching performance. The written evaluations were reviewed by the evaluation staff to identify problems experienced by the intern teachers and to understand what aspects of teaching performance the mentors focused on in the evaluation process.

(5) Group interviews with a sample of interns

Two group debriefing interviews were conducted with separate samples of intern teachers. One such group interview was held in January with a random sample of nine interns. A second group interview was held in May with a random sample of 11 interns. Three members of the evaluation team participated in these

interviews. Separate narrative accounts of the interviews were developed by the evaluators. These separate accounts were subsequently synthesized into a single narrative statement of findings. The first group interview with the intern sample was used to obtain information about how interns experienced the hiring, certification, and orientation processes. In addition, this first group interview sought information regarding the types of problems experienced by the interns during their first months of teaching; what assistance had been provided by the mentors, by building principals, and by other staff members in the school; and the interns' perceptions regarding their needs for assistance in planning, delivering instruction, and managing the classroom. The second group interview focused on the nature of the activities engaged in during the bi-weekly meetings of the interns with their mentors and the intern's perceptions of the strengths and weaknesses of the program.

(6) Individual interviews with a sample of interns

Individual interviews were conducted during February and March, 1986 with a random sample of 21 interns assigned to the program during the 1985-86 school year. Semi-structured interview protocols were developed to guide the interview process. Responses to the interview questions and notes were recorded on each interview protocol by the evaluation staff. These were subsequently used to develop a cross-subject synthesis of the interview findings. The individual interviews with the interns allowed the evaluation staff to examine the variations in how

interns experienced the application, certification, and DCPS orientation processes. Additional topics covered in the interview included their relationships with their mentor teacher; the types of assistance they received from the mentor, the principal, and other resource persons in the school and the region; and the interns' perceptions of the Intern-Mentor Program.

(7) Survey of Interns

A 26-item questionnaire was administered by mail to all 90 interns assigned to the program during the 1985-86 school year. Seventy-one usable questionnaires were returned, yielding a return rate of 79 percent. Items on the questionnaire focused on the following topics:

> the application, recruitment, and certification processes;

> the school orientation experiences of the interns;

> the types and frequency of staff development experienced by the interns;

> the frequency and nature of the intern's contacts with mentor teachers; and

> interns' attitudes and perceptions regarding the Intern-Mentor Program.

A frequency distribution of the responses to each item was prepared, as well as a content analysis of the responses to the items requiring a written response.

(8) Individual interviews with 19 principals

Nineteen principals of schools housing intern teachers were

selected as subjects to be interviewed by the evaluation team. The sample of principals was selected at random from among the list of schools to which interns were assigned. A semi-structured interview protocol was constructed to guide the interview. Responses and interviewer notes were recorded on the protocols, which were subsequently used to prepare a cross-subject analysis of findings. The topics included in the interview included: how principals were oriented to and informed about the Intern-Mentor Program; their perceptions of the coordination of the program by the central office; the activities engaged in by the principals to assist and orient the intern to the school; the principal's knowledge of the activities actually engaged in by the intern and the mentor teachers in their school; the frequency and nature of the principal's interactions with the mentor teacher, including how the intern's teaching performance was evaluated; and the principal's perceptions of the benefits and disincentives of the program.

(9) Individual interviews with regional Superintendents

Individual interviews were conducted with two of the four regional Superintendents. The focus of these interviews was on how the Intern-Mentor Program had been coordinated within the region, what opportunities for input were afforded to regional office staff during the implementation phase of the program, what issues or problems had surfaced in the region with regard to the program, and the regional Superintendent's perceptions of the benefits and disincentives of the program.

FINDINGS

Multiple data sources were used to conduct this study. The findings resulting from each of these data collection efforts are not reported separately, but have been synthesized in this report to comment on the evaluation questions posed for the study. The data-analysis strategy used in this study sought to use the multiple sources of data to confirm and validate findings. For example, data from the group and individual interviews with mentors and interns were used with the intern survey data to describe the processes and the nature of the mentoring relationship. By using all three sources of information to build a picture of this relationship we are more certain of the validity of this finding. Where appropriate we have cited data from interviews or the intern survey to buttress an argument or to substantiate a finding.

CHARACTERISTICS OF INTERN AND MENTOR TEACHERS

The following section briefly describes the characteristics of the intern and mentor teachers assigned to the program during the 1985-86 school year.

Intern Teachers

> By the spring semester 1986, 90 new teachers had been assigned to the program. Most had no prior teaching experience. Fourteen had one year of previous teaching experience and an additional 14 interns reported having 3 or more years of teaching experience. Most of those interns assigned to the program who had one year of teaching experience were hired during the winter or

spring of the previous school year, so that they had not had a full year of teaching experience. These interns were recommended for inclusion in the program by their building principals. Of those with three or more years of teaching experience, about half were changing grade levels, moving from elementary or secondary teaching to special education, ESL/bilingual, or early childhood education, or from teaching aide positions to regular classroom teacher roles.

> The majority (71%) of the interns came to the system with Bachelor's degrees; 26 percent had Master's degrees; and one of the interns had a Ph.D.

> Two-thirds of the interns were certified as "temporary" by DCPS and the remaining third were assigned "Provisional" (Probationary) certification.

Mentors

The first year cadre of mentor teachers was selected by the Incentive Programs Office based on recommendations by building principals and other administrators in the District. For the most part these were teachers with significant teaching experience, frequently in more than one subject or grade level area, and with advanced degrees. In addition, almost all of them have been involved in curriculum development and demonstration projects throughout their teaching careers in the DCPS. They were described by the building principals and regional superintendents as the "best and the brightest".

> Five mentors were assigned to the program at the beginning

of the 1985-86 school year. Additional mentors were added at the beginning of the second semester, 1986, as interns were identified and assigned to the program.

> Nine of the mentors had earned a Master's degree and one reported having a Bachelor's degree.

>Eight of the ten mentors had more than ten years of teaching experience in the DCPS; one had five years of experience in the school system; and one had four years of teaching experience before joining the program.

> The pool of mentor teachers represented a broad range of teaching experience and subject matter expertise. Eight of the mentors reported having significant cross-grade or cross-subject matter teaching experience. Of the elementary and special education mentors, many had taught at several grade levels, including early childhood education. The secondary math, science, and foreign language teachers also reported having taught in several content areas.

RECRUITMENT, ORIENTATION, AND CERTIFICATION

The first issue examined in this implementation evaluation was how interns were recruited to teach in the school system and how they experienced the intake process, including the procedures used by the DCPS to certify new teachers. The literature on beginning teachers suggests that the recruitment, intake procedures, and the certification processes are the new teacher's first contact with the school district. The beginning teachers' attitudes about teaching and about their teaching assignment are

probably heavily influenced by their experiences "processing" into the school district. This evaluation sought to assess the experiences and perceptions of the interns with regard to their recruitment, induction, and certification and to determine whether these processes are efficiently and effectively conducted.

Presented in the following is a summary of the important findings regarding recruitment, induction, and certification taken from the interview and survey data. A discussion of these findings, including recommendations, is presented in a subsequent section.

Recruitment

> Most (66%) of the interns learned about job openings in the DCPS through self-initiated efforts, by calling or writing the personnel office to inquire about openings or through personal contacts with a regional office or schools in DCPS. Nine percent learned about job openings in the system through formal recruitment initiatives, including newspaper ads, college placement offices, and on-campus recruitment efforts. Twenty-five percent of the interns learned about the position they filled through contacts with the school's building principal.

> The interview and survey data suggest that about half of the interns report dissatisfaction with the information they received from the personnel office regarding openings, application procedures, benefits and salaries, requirements, and whom to contact when they needed assistance with their

application. These data also suggest that from their first contacts with the personnel office, interns frequently were left with the impression that job openings did not exist, even in specialty areas where shortages do exist (i.e., math, science, special education, and ESL/bilingual education).

>The data from interviews with interns, principals, and regional superintendents suggest that building principals and regional office staff frequently intervened in situations where the interns were experiencing difficulties processing their applications. Principals and regional office staff report delays in the review of applications and lost or misplaced application files, requiring frequent calls or visits to the personnel office to assure the timely processing of applications.

> Resignations and retirement plans are often communicated to the principals and regional offices late in the school year, sometimes in the middle of the summer, severely restricting the principals' ability to adequately project staffing needs. As a consequence, schools must scramble late in the summer to fill vacancies. This problem is compounded by the apparent difficulties some applicants experience in processing their applications to teach in the DCPS.

Orientation

> Eighty-three percent of the interns reported that their mentor served as the major source of orientation information about the school system. The survey responses indicated that during the first months in the system 60 percent of the interns

did not receive any orientation beyond that provided by the mentor or, to a lesser extent, the grade level or department chairperson and the building principal. The intern interview data suggest that one of the major complaints of the interns is the lack of any orientation programs to (1) introduce them to the school system and its organization; (2) explain the regulations and procedures influencing pay, benefits, and other personnel matters, especially certification-related matters; and (3) inform them about the curriculum, the teacher evaluation process, and how to obtain textbooks and materials available in the system.

> Mentor teachers reported spending considerable time assisting the interns to obtain information about pay dates, benefits packages, and their certification status. The mentors also reported that concern over personnel matters, such as obtaining health insurance, getting paid, and clearing up certification issues, is a significant stressor for beginning teachers.

> Interns assigned to elementary schools received more orientation information and assistance from grade-level chairpersons and colleagues than interns assigned to secondary schools, where the orientation problem was worse.

Certification

> The temporary certification status given to many of the intern teachers serves as a severe disincentive and a major source of dissatisfaction. Temporary status confers no health

benefits and promotes a feeling among the interns of being in limbo.

> By the close of the school year nearly 70 percent of the interns reported some confusion regarding their current certification status.

> The intern survey and interview data suggest that over two-thirds of the interns believe they have received inadequate information from the certification office regarding the criteria and procedures used to certify new teachers. The mentor teachers reported spending a considerable amount of time assisting their interns obtain information about their certification status. Forty-six percent of the interns reported receiving information about their certification three months or more after submission of their application.

> Interns, principals, and regional office staff frequently reported being informed by the certification office that documents, transcripts, and application papers had been lost or mislaid. In many cases, interns have had to obtain new copies of these documents, further delaying the certification process.

> Interns with temporary certification status complain that full provisional certification status has been denied them because course titles appearing on their transcripts do not match up with course titles listed in the DCPS certification requirements, when, from their perspective, the content of the courses they have taken matches the DCPS requirement.

DISCUSSION AND RECOMMENDATIONS

With regard to recruitment, one of the significant findings from this study is that very few of the interns were actually recruited. Most, in fact, found their jobs through self-initiated contacts with building principals or regional office staff and several completed their student teaching in DCPS. During times in which there is a surplus of teachers available, this method of staffing vacancies may be sufficient. However, in light of the projected DCPS needs for qualified new teachers, there may be a need to increase the efforts to identify and recruit new teachers, particularly in critical areas such as mathematics, science, early childhood and special education, and ESL/bilingual education.

Discussions with principals and regional office staffs suggest a second problem concerning how vacancies are identified and tracked by the school system. Several of the principals reported having unfilled teacher positions in their schools after the start of the school year, forcing the principals and regional office staffs to scramble to locate available applicants. In some cases, this results in the use of minimally qualified teachers because a fully qualified teacher is not available. This problem is somewhat compounded by the amount of time required to process the paperwork to certify and hire a new teacher. The problem appears to be related to a number of factors, including the frequency of late resignations and late decisions to retire. The problem is exacerbated by the low number of applicants available

in the applicant pool.

The data from this study also suggest that the information and assistance offered to applicants inquiring about job openings and the application process may not be adequate. A significant proportion of the interns reported dissatisfaction with the information they received and the willingness of the staff to offer assistance in making application. The principals interviewed in this study are particularly vehement in their criticism regarding the quality and effectiveness of this intake process.

Recommendation 1.

In light of the projected needs for qualified new teachers, the processes and strategies used to identify and recruit new teachers should undergo review. Included in this review should be some effort to look in depth at the whole process of how vacancies are identified and tracked and what relationships should exist between this tracking and recruitment. Also included should be a study of effective recruitment practices used by other school districts.

Recommendation 2.

The personnel staff should initiate a review of the kinds of information and assistance provided to potential applicants or new teachers and the manner in which that information or assistance is supplied. Some procedures should be put in place that followup on inquiries to increase the ratio of inquiries to

actual applicants.

This evaluation began with a initial focus on the Intern-Mentor Program itself. After the first set of group interviews with interns and mentors it became clear that orientation and certification issues were significant factors influencing the interns' first months of teaching. While this evaluation did not examine these processes in depth, the information it did collect should be of use to those responsible for these important activities.

For the most part, the new teachers participating in the Intern-Mentor Program did not receive any orientation to the school system, other than that provided to them informally by the mentors, the building principals, and other teachers in the school. By January, a significant number of interns still had questions regarding: (1) personnel matters (i.e., pay, benefits, certification, sick leave), (2) the system's curriculum materials and resources, (3) the procedures for accessing resource assistance for special needs students, and (4) the rules and regulations governing teacher conduct. Mentor teachers reported spending considerable time assisting the interns with these matters, particularly personnel issues. Misinformation or the lack of information about the system appears to be an important source of stress and distraction for the interns. The literature and research on beginning teachers suggest the need to thoroughly orient them to the workings of the school system to prevent such stress from interfering with the important tasks of concentrating

on their teaching performance.

Recommendation 3.

With the anticipated increases in the number of new teachers that will be recruited in the next decade, DCPS should develop a systematic orientation process for the new teachers and interns. This might best be accomplished at the regional offices and would include information about the school system, important personnel matters, how to obtain resource assistance, and persons to contact when assistance is needed. It also should include an introduction to the curriculum of the school system.

The certification of teachers is an important element in the recruitment and retention of new teachers. The perceptions of the interns regarding the process and criteria used to certify new teachers are not positive. More than half of the interns reported experiencing problems in obtaining certification or information about their certification status. They expressed anxiety about their status and whether they would be able to continue teaching in the school system in the following school year. They also find the criteria used to be confusing and arbitrary. To some extent these perceptions may be due to a lack of information or misinformation and to rumors. Nevertheless, these perceptions are a major source of frustration and dissatisfaction among the interns.

The temporary status assigned to many of the interns is a severe disincentive to teaching in the DCPS. It confers no health benefits and appears to promote a feeling among the

interns of being second-class professionals. In addition, the amount of time given to those with temporary certification to obtain needed coursework is counterproductive to the current efforts to focus the new teachers' attention on improving their teaching performance. Instead of opting to participate in inservice and university coursework aimed at professional growth, many interns are preoccupied with the need to take the required academic courses to obtain full provisional certification.

Recommendation 4.

The processes and criteria used to certify teachers may need a management review. The level of dissatisfaction with the process among interns, other new teachers, principals and regional superintendents suggests potential problems both with timeliness and the procedures used. The frequency of reported lost or mislaid documents also suggests a need to look at the procedures used in the office to manage files and documents.

Recommendation 5.

To some extent the certification office labors under a public relations problem. Because their jobs will depend on it, new teachers are naturally anxious about whether they will obtain certification. This anxiety probably colors their perceptions about the process. Two actions might be taken by the office to counteract this. One is to prepare a written description of how the process works, including the time the review requires, the criteria used, the methods available to the applicant to document the content of their coursework, and whom to contact for

assistance and information. The second action might be to send certification personnel into the field at specified times during the school year to meet in the regional offices with teachers who are having difficulty with obtaining certification.

Recommendation 6.

The time period allowed to obtain needed courses for certification may need to be reexamined in light of the school system's current efforts to encourage the new teacher to concentrate on improving teaching performance. Currently, the Intern-Mentor Program offers the new teacher the opportunity to participate in for-credit university programs aimed at developing their teaching skills. However, because of their temporary certification status, many of the interns express more interest in obtaining needed academic coursework for certification.

Recommendation 7.

The process and criteria used to assess the transcripts of applicants for teaching positions may need review. DCPS may wish to explore the use of certification panels made up of teachers and other educators in the system to review applications for certification. The panel members would use their professional judgement and experience to assess whether a course meets the content or pedagogy requirements for certification. The idea of having teachers participate in the certification process also helps to professionalize teaching and to enhance the professional status of the teachers in the system.

Recommendation 8.

The temporary status given to many new teachers may need to be reconsidered, particularly in terms of the benefits conferred and the professional status it implies. Receiving temporary certification status may serve as a major disincentive to attracting otherwise qualified teacher applicants to teach in the District.

THE INTERN-MENTOR PROGRAM

The following section describes the findings regarding the actual process of providing mentor assistance to new teacher interns. The issues examined in this study were the nature of the interactions between the intern and mentor, the roles played by the mentor, the types of activities in which interns and mentors were typically engaged, whether these were perceived as helpful by the intern, and the collaborative roles played by mentors and principals in implementing the program.

Frequency and Nature of Intern-Mentor Interactions

> Mentors typically scheduled a school visit with their assigned interns once every two weeks. These visits usually lasted for about half of the school day, but in many cases the intern and mentor would continue their work beyond the school day. In cases where the intern was perceived as needing more assistance from the mentor, the school visits would be scheduled on a weekly basis. In addition to these school visits, the interns reported frequent telephone contact with their mentors,

often at night. The mentor teachers encouraged the interns to call them if they were experiencing difficulties or needed to discuss some problem occurring at school.

> The survey and interview data suggest that a majority of the interns was satisfied with the frequency of their contacts with their mentor teacher, although many expressed a desire for weekly contacts. Sixty-four percent of the survey respondents indicated the frequency of contact was sufficient; the remaining 36 percent preferred meeting with their mentor more often.

> Interns and mentors engaged in a variety of activities during these bi-weekly meetings. The most frequently occurring of these activities was observation of the intern's teaching performance, which was usually followed by a feedback discussion evaluating the delivery of the lesson, the management of the classroom, the appropriateness of the content of the lesson, and the materials used in the teaching. Observation and evaluation of the intern's teaching performance occurred almost each time the mentor visited the school. The observation-feedback activity was rated the most helpful by the interns.

> Mentors frequently conducted demonstration lessons in the intern's classroom. In many instances this involved co-planning of the lesson and subsequent discussions of the techniques employed by the mentor in delivering the lesson and managing the classroom. As a variation of this, mentors also co-taught a lesson with the intern, taking over responsibility for some aspect of a lesson, working with a group or individual students

in the class, or taking part in some aspect of the delivery of instruction. This was usually followed by an evaluative discussion. Demonstration teaching and co-teaching activities occurred almost as regularly as the observation activities. The interns also rated the demonstration activities as very helpful.

> Preparation of instructional materials was a frequent activity characterizing the intern-mentor interactions. Mentors spent considerable time helping interns locate and prepare instructional materials, including materials for learning centers, audio-visual materials, seat work for groups, and practice activities to reinforce learning objectives. Some time was usually spent during each bi-weekly session preparing materials. However, this activity appeared to occur more often during the first months of the intern-mentor contacts and less frequently toward the end of the school year. The interns rated this activity as very helpful. Many, in fact, expressed feelings of being overwhelmed during their first weeks of teaching by the time required to prepare teaching materials.

> In addition to observation and demonstration teaching, mentors frequently took over responsibility for teaching small groups of students or working with individual students during their bi-weekly visits in the intern's classroom. Often this appears to have been a spontaneous activity, as a means of participating in class activities while the mentor observed the intern's teaching. Both the interns and the mentors suggest that this was one of the methods the mentors used to gain an

understanding of the ability levels and needs of an intern's students. It also appears to be one of the important mechanisms used by the mentors to develop collaborative relationships with their interns. The interns rated this activity as an important and helpful element in their interactions with their mentors.

> Interns and mentors reported spending considerable time at the beginning of the school year jointly planning and setting up the classroom environment, including developing bulletin boards, setting up learning centers, and arranging the classroom for small and large group instruction. To some extent this activity continued throughout the school year. The elementary and special education interns found this activity particularly helpful. It also appears to be one of those early interactions that helped to build collaborative and positive relationships between the interns and mentors.

> Mentor teachers also arranged for their interns to observe in other teacher's classrooms. In such cases the mentors would often take over responsibility for teaching the intern's classes, if a substitute or free period was not available. This did not occur frequently, but when it did it was viewed as a positive learning experience by the interns. The interns suggest that observing in other classrooms helped to expose them to a variety of teaching styles and approaches. Apparently, such observations also helped to build supportive relationships between the interns and the other teachers in the school.

> The mentors also reported providing interns with content

and subject matter information, usually as part of their efforts to assist the interns in planning lessons and curriculum. The amount of assistance with subject-matter information varied with the intern and the subject or specialty area taught. However, a considerable amount of time was spent by mentors providing updated and correct information. The mentors expressed some concern regarding the knowledge levels of some of the interns.

Evaluating Teaching Performance

> While the observations, conjoint teaching, and other forms of assistance were important elements of the intern-mentor relationship, the interns perceived the informal discussions between the intern and mentor as the most rewarding aspect of the program. The number of hours spent by the interns and mentors discussing aspects of teaching is difficult to estimate and certainly varied across pairs of interns and mentors. But at a minimum, 150 hours were spent in discussions by those pairs involved in the program for the full school year.

> Typically the topics covered in the discussions grew out of the mentor's observation sessions in the intern's classroom and were coupled with points brought out in the feedback sessions. At other times the interns, themselves, would initiate the discussion of a topic, stimulated by some problem they were experiencing in the classroom. The interns and the mentors frequently described these discussions as ongoing, carrying over from week to week, a kind of shared dialogue about teaching that grew in depth as the relationship between the two developed.

Without naming it such, both the mentors and interns describe the discussions as a kind of on-going analysis of teaching. The discussions often led to trying out a new technique or a different approach, with a subsequent discussion to evaluate the success of the initiative.

> The interviews with the mentors suggest that the mentors spent considerable time analyzing the professional development needs of their interns and used these discussions as vehicles to introduce concepts or ideas growing out of this analysis. The interviews also suggest that the mentors had an agenda in mind when they were engaged in discussions with their interns and that, while on the surface, the discussions appeared to be casual and to flow from topic to topic, the mentors steered the discussions in the direction of topics they thought were important to cover.

>It is difficult to capture exactly what the mentors and interns do, beyond simply listing the activities in which they were engaged. At the heart of the instructional evaluation process were the critique discussions which followed the mentor's observations in the classroom. It is during these discussions that the mentor teachers offer observations of the intern's strengths and weaknesses and, in the process, transmit their years of experience and their expertise through suggestions and ideas for improvement. These critique discussions appear to lead to significant growth in the interns' professional teaching skills.

>The nature of the interactions between the interns and their mentors shifted somewhat as the school year progressed. During the first few weeks, much of the assistance provided to the interns focused on coping with the tasks of setting up the classroom, assessing the needs of the students, planning curriculum, and learning the ropes of teaching in DCPS. To a large extent, the activities initiated by the mentors were designed to support, psychologically, the beginning teacher. The discussions and assistance offered often went beyond matters related to teaching and learning, to include help with issues like finding a place to live, coping with the stress and tension of teaching, getting paid, and developing relationships with colleagues in the school.

> As the year progressed, the interactions focused more on the analysis of the teaching skills of the interns. The data from this study suggest that after several weeks of interaction, the interns and mentors begin the process of evaluating the intern's instructional skills. The interns described the process as stressful and threatening at first, but, in part due to the relationship they developed with their mentor, the interns quickly came to terms with the tension. The intensity of the critique process appearedo grow over the year, such that by the middle of the spring semester the interns expressed more confidence in their teaching ability. The mentors also suggested that after several months they could see more independence and confidence in the instructional decision-making of their interns.

> The interview and survey data suggest that there was a wide range of topics covered in the discussions. Four topics appear to have been dealt with in nearly every meeting between the interns and mentors: classroom management techniques, curriculum and lesson planning, teaching strategies, and teaching materials. Other topics covered in these discussions, but less frequently, included:

* grouping students for instruction
* student evaluation and assessment of special needs students
* communication skills and language use
* content and subject matter
* use of instructional technology and computers
* time management

Intern Perceptions of the Intern-Mentor Program

> The interview and survey data suggest that almost all of the interns consider the program to be a significant and rewarding learning experience.

> Over 95 percent of the interns either agreed or strongly agreed with the following statements contained in the survey:

* My mentor counsels me, gives me encouragement, moral support and advice that helps me cope with the experiences of being a new teacher.
* My mentor is someone who understands my strengths and weaknesses as a teacher.
* My mentor is a teacher advocate who inspires in me a

commitment to teach.

* As a result of the Intern-Mentor Program I now feel more confident in my teaching skills.

* Since employment in the DCPS I have worked in a stimulating and enriching environment.

* As a result of my teaching experience in the DCPS, I am now more committed to the teaching profession.

> The interns' perceptions of the mentors were particularly positive with regard to the mentors' willingness to assist them with problems outside of the classroom. In addition to perceiving their mentors as expert teachers, they also viewed the mentors as teacher advocates, counselors, coaches, and subject-matter experts.

> Almost all of the interns expressed a desire to continue the intern-mentor relationship beyond the one year program. Most felt they would need less frequent contact during the second year, but many felt occasional meetings and discussions with their mentors during the second year would be helpful. More than anything else, this probably best typifies the interns' response to the program.

> Despite this, some negative perceptions exist regarding the program. One of the problems concerns the interns' orientation to the program. Most of those interviewed indicated they were not fully informed about the nature and mechanics of the program or to what extent it was linked with their certification status. This problem appeared to be less of an

issue after the interns had met with their mentors for several weeks.

> Several of the interns interviewed individually openly discussed feeling threatened by the process, particularly by the evaluative role played by the mentor. On the survey over 90 percent of the respondents agreed or strongly agreed with the statement that the mentor "is an evaluator who supervises and monitors my teaching performance". At this point there is no clear explanation for this apparent contradiction other than the observation/critique process is viewed both as a helpful process and a threatening one at the same time. This appeared to diminish by the May interviews, where there were fewer expressions of anxiety about the process.

> Many interns were included in the program after the start of the school year or during the second semester. During the individual and group interviews, many of the interns discussed some initial difficulty getting started with the intern-mentor process after they had started out the school year on their own. Since not all new teachers were included in the program, several wondered why they had been selected, over others. Again, this was less of an issue in the May interviews than it was during the January-February set.

Mentor Training

> Several days of preservice training were offered to this year's mentors using Madeleine Hunter's model for assessing teaching performance. The Incentive Programs Office also has

carried out several inservice training activities during the course of the school year in which the mentors have discussed methods of evaluating instruction. In addition, several of the mentor teachers have had formal university coursework in instructional supervision.

> One of the interesting observations that grew out of our individual and group interviews with the mentor teachers was how as a group the mentors had, over the course of the school year, begun to develop and internalize their own vision of effective teaching. In a sense, they have taken the proposed models and integrated them with their practical experience working with the interns. Through informal group discussions they have begun to shape a set of criteria and a construct with which to view teaching and they use this to structure their approach to observing and evaluating instruction. By the May interviews with the mentors it was quite apparent that there was a shared notion of what to look for. To some extent this may have been due to the preservice and inservice training. But the frequent opportunities for discussion and interaction among the mentors contributed to this development.

> Eight of the mentors expressed a desire for more training in supervision and instructional evaluation. The mentors also suggested that new mentors should receive more orientation and training before assuming the job. The mentors believe such training should include:

* the policies governing the Intern-Mentor Program

* strategies for developing interpersonal relations
* methods of curriculum supervision
* evaluating instruction --criteria and techniques
* strategies for working with principals and other resource staff

Collaborative Roles of Mentors and Principals

> During this first year of implementation there were few examples of collaboration between the mentor teachers and the building principals. For the most part, principals allowed the mentors to work in the building with the intern(s), but were not involved in the process.

> Data from the principal and mentor interviews suggest that as the school year came to a close more principals were initiating interactions with the mentor than were during the first six months of the program. By May nearly a third of the principals had met with the mentors to discuss the progress and status of the interns. There were also several instances in which both mentors and principals jointly observed an intern's teaching and followed the observation by evaluative discussions with the intern present.

> There were some initial problems with the interface of the principal and the mentor and the formal evaluation process. There was some concern registered about the suspension of the TAP (DCPS' teacher evaluation process) for the interns and some confusion about how the interns were to be evaluated. This problem also seemed to be resolved by the close of the school

year.

> There was some evidence suggesting that principals may have been paying less attention to new teachers assigned to mentors than to the other new teachers in the school who were not included in the program. Several principals said that as their understanding of and confidence in the program grew they "backed away", letting the mentor provide most of the assistance to the intern teachers. This may account for the intern survey data indicating that over half (59%) of the interns never or rarely met with their principal or other school administrator.

> Mentors also reported that some of the principals asked them to work with other new teachers assigned to the school, who were not interns. In one case, the principal put a lot of pressure on the mentor to take on these additional new teachers. To some extent this reflects the value principals placed on the program and skills of the mentor teachers.

> There were several instances in which both mentors and administrators jointly observed an intern's teaching and followed it by discussions with the intern present. We pursued one such case in our interviews with the mentor and the principal to obtain an understanding of the conditions that facilitated this collaboration. One important factor appears to be the mentor's deliberate efforts to draw the administrator into the process. She frequently stopped by the school office to discuss the intern's progress, describe the activities they were engaged in, and seek the principal's opinion and perspectives. A second

factor appears to be what roles were communicated to the principal by the mentor regarding the evaluation of the intern. In this case, the mentor consciously made efforts to place the principal in the lead role, presenting her role as one of collaboration. The perception was deliberately cultivated over a number of weeks of discussing the intern's progress. A third factor may be the instructional leadership role assumed by the principal. This particular principal was described by the mentor as very actively involved in the school's instructional program. A related factor appears to be the fact that the mentor and principal openly discussed the conflict over who was to evaluate the intern and resolved it by agreeing to collaborate.

Orientation of Principals and Regional Office Staffs

> The principals complained that little information was provided to them regarding the program at the onset of the school year. For many, their first contact was when the mentor arrived at the school building. Most of their knowledge about the program had come from personal contacts with the mentor teachers and the interns. Some effort was made during the fall to brief groups of principals, but this evidently did not have the desired effect of enlisting their cooperation. The principals interviewed for this study also complained that they were not involved in setting up the program and expressed a desire for more opportunities for input. Yet when asked what changes they would recommend, most thought the program was operating effectively.

> A second problem surfaced in the principal interviews

concerning the frequency with which interns were involved in outside meetings or inservice activities requiring substitutes.

> The two regional superintendents interviewed for this study feel they had been adequately informed about and involved with the program. Both recognized that the start-up phase during the first year would include some minor implementation problems, but both were enthusiastic about the program and would like to see the program expanded to include all new teachers.

> One problem raised by the regional superintendents concerned the roles to be played by the regional office supervisors and curriculum specialists in the program and the fact that these resource people had been excluded from working with the interns during the program's first year. The regional superintendents would like to see more coordination of the program with the resources in the regions.

> Despite the few start-up problems cited above, the interviews with the 19 principals and two regional superintendents suggest that the program's first year of implementation has generated a great deal of support among the building and regional administrators in the system. To some extent this level of support is influenced by the administrators' perceptions of the professional competence of the mentor teachers. However, this support also is influenced by the principals' awareness of the number of new teachers that will be entering the school system in the next few years and their perceptions of the inadequacy of the professional skills of some

of the recent graduates of teacher training institutions. Of the 19 principals interviewed, 15 expressed some reservations and concern about the academic and professional preparation of some of the new teachers in the school system.

Professional Development Needs of Beginning Teachers

Ten months of intensive work with 90 new teachers has provided the mentors and others associated with the program with a unique perspective regarding the professional development needs of the current crop of beginning teachers entering the school system. An analysis of the interviews and discussions with the mentors has identified those needs. These are briefly outlined below and are presented somewhat in order of their priority.

> The student teaching and academic coursework completed in undergraduate teacher education programs have not adequately prepared the beginning teachers to conduct self-directed analyses of the teaching strategies and techniques they employ. While there is some variation among the current interns in their ability to do this, most have needed significant assistance with the process. To some extent the clinical supervision offered in the Intern-Mentor Program addresses this need.

> The beginning teachers have needed extensive assistance with instructional planning. Mentors have helped the interns learn how to assess student needs, use the District's curriculum guides and CBC (Competency-Based Curriculum) objectives to develop instructional plans, and manage the record-keeping requirements of an objectives-based curricula. The interns have

come to the school system without much experience in planning. Many expressed feelings of being overwhelmed during the first months of teaching by the requirements for such planning.

> The interns show evidence of inadequately developed classroom management and organizational skills. They required extensive and on-going assistance with scheduling and organizing instruction, time management, grouping students for instruction, pacing instruction, and managing the movement of students. They also needed a great deal of help setting up the classroom environment and learning effective practices with which to manage and control students.

> The issue of the subject-matter competence of the new teachers was not directly addressed in this study. Yet, from our discussions with the mentors, we have learned that considerable variation exists among this year's interns in their levels of subject-matter or content expertise. It appears that some of the elementary and secondary interns may need to be provided with opportunities to update and expand their knowledge of the content covered in the curriculum they teach. The subject-matter tests being developed for DCPS to assess teacher knowledge offer opportunities both to screen new teachers and to identify areas in which they may need additional training and inservice.

> The interns needed considerable assistance in using informal and formal student assessment techniques to identify instructional needs and track the students' academic progress. The level of competence in this area was described by the mentors

as very weak, particularly in using assessment information for instructional planning. New teachers need specific assistance with using the DCPS curriculum objectives as a means of tracking student progress.

> The mentors reported frequent discussions with their interns of issues related to child and adolescent development, especially as the needs and growth stages of students relate to curriculum, instruction, and classroom management.

RECOMMENDATIONS

In all respects this is a model program. Despite a few start-up problems that have been outlined in this report, the program is viewed enthusiastically by the interns, principals, and the regional superintendents. Much of the credit for the program's positive reception is due to the mentor teachers. From the perspectives of the interns, the building principals, and the regional superintendents, the mentors have led the efforts to put this program in place and they have been very effective. This study, however, has several recommendations that may increase the program's effectiveness and its efficiency.

Recommendation 1.

Some thought must be given to increasing the collaborative roles of the mentors and principals in evaluating the intern's teaching performance. In several instances principals have worked closely with the mentor, observing in the intern's class, holding joint discussions with the intern, and providing resource

assistance to the intern. The mentors involved in this collaboration have described it as rich and useful. The principals, particularly the elementary school principals, want to play a more active role, but have been unsure how to work this out in the context of the Intern-Mentor Program.

Recommendation 2.

Mentors and interested principals need to meet as a group to plan ways to extend their potential collaboration in the Intern-Mentor Program and to explore ways of resolving role conflict. One such meeting has already taken place. Similar meetings should be regularly scheduled throughout the second year of the program's implementation.

Recommendation 3.

Mentors should schedule a meeting once each month with the principal of each school they serve. The meetings should be used to discuss the progress of the intern, the kinds of activities in which the mentor and intern are currently engaged, and the kinds of inservice programs, if any, the intern would be involved in during the following month. The mentors should use these meetings as a means to draw the principals into the process.

Recommendation 4.

A handbook fully describing the Intern-Mentor program should be developed, using the experiences of the program's first year as a basis for its content. In it, the program's objectives should be explained; the respective roles of the intern, mentor, and the school's administrative staff should be articulated; and

the policies and procedures governing the program should clearly be spelled out. All participants should receive a copy.

Recommendation 5.

Regional office resource personnel should be more involved in the program, particularly the subject matter supervisors and coordinators who can provide the interns with curriculum expertise. How the supervisors are to interface with the mentors needs to be carefully worked out, to assure the integration of their work with the interns and to prevent the interns from becoming overwhelmed by too much assistance. The regional superintendents and the Incentive Programs Office should explore the possibility of using the regional office personnel to provide more assistance to the interns during their second internship year.

Recommendation 6.

Ten interns to supervise may be too many for any one mentor. By the end of the school year, those mentors with ten interns showed signs of burnout. While it will increase the costs of the program, assigning eight interns per mentor would allow the mentors more time to work intensively with those interns needing more attention. It also would allow the mentors time to meet with principals and other DCPS and regional resource personnel. In addition, a caseload of eight would allow the mentors time to work as a group to discuss the progress of the interns and to plan inservice programs.

Recommendation 7.

Mentors should be provided with more preservice and inservice training. Preservice training should focus on orientation to the program, the roles they will play, strategies for initiating the mentoring process with the interns, and the methods and techniques of instructional supervision. The clinical analysis model should be introduced during the preservice sessions. The inservice training should continue the focus on analyzing teaching and the instructional evaluation process. Experienced mentors could be used to help plan and deliver the preservice training, setting aside time to share their experiences with the new mentors. The Incentive Programs Office should consider using a consultant or other resource person to provide the inservice training. The mentors also need time to regularly meet as a group. This should be considered part of their inservice and built into their monthly schedules.

Recommendation 8.

The mentors need office support and better access to materials and teaching resources. Assigning them a secretary would considerably reduce their burden of performing clerical duties. During the first year of the program, the mentors spent considerable time trying to locate instructional materials for their interns. More coordination of the program with the regional offices could reduce the amount of time they spend in this effort.

Recommendation 9.

The activities of the mentors in providing assistance to the second year interns need to be monitored during the 1986-87 school year. Some of the second year interns may require significant assistance, placing a heavy burden on the mentors.

Recommendation 10.

In addition to the mentor assistance, interns should be provided with specific inservice programs to: (1)introduce them to the DCPS curriculum guides and materials; (2) inform them of the resource assistance available in the school system; (3) inform them of the processes used to obtain needed assistance for special needs students; and (4) acquaint them with the testing program used in the system and the other pupil assessment materials available.

Recommendation 11.

The internship experience should be coupled with a sustained program of graduate studies that focuses on both subject matter and the teaching process. Local teacher training colleges and universities should be encouraged to offer coursework that focuses on the interns' professional development needs, outlined elsewhere in this report. As an incentive to attract and retain high quality intern teachers, the DCPS should underwrite a portion of the tuition cost for such a program. The mentor teachers should be involved in the planning and development of the courses. The DCPS should carefully monitor the quality and appropriateness of the university programs.

Recommendation 12.

The interns should be offered more frequent opportunities to observe in other experienced teachers' classrooms. Principals and mentors will need to collaborate to arrange these opportunities. Other efforts should be undertaken to encourage experienced teachers in the schools housing interns to offer assistance and support to the interns.

Recommendation 13.

New teachers selected for the Intern-Mentor Program should be provided with a preservice orientation program to acquaint them with the objectives of the program, the rules and policies that govern it, especially the articulation between their performance evaluation during the internship and their certification, and kinds of activities in which they can expect to be involved with their mentors.